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| **Criterion A: Productive Skills**  How successfully does the student use language in speech?  • How fluent and clear is the student’s speech?  • How accurate and varied is the language used?  • How much does the student’s intonation aid communication? | |
| **Points** | **Level descriptor** |
| **0** | The work does not reach a standard described by the descriptors below. |
| **1-2** | **Command of spoken language is very limited.**  The production of language is very hesitant and hardly comprehensible.  Language is often incorrect and/or very limited.  Intonation interferes seriously with communication. |
| **3-4** | **Command of spoken language is limited.**  The production of language is hesitant and not always comprehensible.  Language is often incorrect and/or limited.  Intonation sometimes interferes with communication. |
| **5-6** | **Command of spoken language is fairly good.**  The production of language is comprehensible and fluent at times.  Language is sometimes correct, with some idiomatic expressions.  Intonation does not interfere with communication. |
| **7-8** | **Command of spoken language is good.**  The production of language is mostly fluent.  Language is generally correct, varied and articulate.  Intonation contributes to communication. |
| **9-10** | **Command of spoken language is very good.**  The production of language is fluent.  Language is correct, varied and articulate; errors do not interfere with message.  Intonation enhances communication. |
| **Criterion B: Interactive and receptive skills**  To what extent does the student understand and demonstrate an ability to interact in a conversation?  • How well can the student express simple and complex ideas?  • How well can the student maintain a conversation? | |
| **Points** | **Level descriptor** |
| **0** | The work does not reach a standard described by the descriptors below. |
| **1-2** | **Simple ideas are understood with great difficulty and interaction is very limited.**  Simple ideas and opinions are presented incoherently.  The conversation is disjointed. |
| **3-4** | **Simple ideas are understood with difficulty and interaction is limited.**  Simple ideas and opinions are presented with difficulty, sometimes incoherently.  The conversation does not flow coherently. |
| **5-6** | **Simple ideas are understood fairly well and interaction is acceptable.**  Simple ideas and opinions are generally presented clearly.  The conversation flows coherently at times but with some lapses. |
| **7-8** | **Simple ideas are understood well and interaction is good.**  Simple ideas and opinions are presented clearly and coherently; there is some difficulty  with complex ideas.  The conversation generally flows coherently. |
| **9-10** | **Complex ideas are understood well and interaction is good.**  Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.  The conversation flows coherently. |